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## Videos for Wisconsin Child Care Providers to Borrow:

### CHILD GUIDANCE AND DISCIPLINE

Go to <http://dpi.wi.gov/ccic> and click on the tab **Our Library** for borrowing procedures and a searchable online catalog of all CCIC's audiovisual resources and books.

**101S: A GUIDE TO POSITIVE DISCIPLINE.** By Katharine C. Kersey. Norfolk, VA: Old Dominion University, 2004. Distributed by NAEYC. 2 VHS videocassettes or 1 **DVD**, 85 min. total.

The 101s are 101 easy-to-use positive discipline techniques for teachers, child care providers, and parents. The 101s ensure healthy relationships while empowering children to be self-directed and cooperative as they learn and grow. Each of the 101 principles is demonstrated in a variety of preschool settings.

**APPROPRIATE GUIDANCE OF YOUNG CHILDREN.** Washington, DC: NAEYC, 1988. VHS, 28 min.

Videotaped in early childhood settings to illustrate positive guidance of children from birth through age eight. Shows ways to turn difficult situations into opportunities to help children develop cooperation, problem solving, self discipline, and a healthy sense of self.

**BEYOND THE CURRICULUM: HOW RESPONSIVE RELATIONSHIPS AND THOUGHTFUL TEACHING ENHANCE QUALITY CARE.** Oakland, CA: Association of Children's Services, 2003. VHS, 30 min. + study guide.

Some children demand more than the usual amount of teacher support to remember to keep their hands off other people's toys, use their words, and listen to others. It is part of their classroom teacher's curriculum to help these children develop socially acceptable behavior while supporting the growth of self-esteem. To do this, the teacher must set aside her own feelings and use her own self-discipline, objectivity, and constructive problem solving to coach the child to represent him or herself as the wonderful person he or she is meant to become. This film was made by teachers to show other teachers and mental health consultants how this is done.

**BRAIN SMART: WHAT YOU CAN DO TO BOOST CHILDREN'S BRAIN POWER.** Rebecca Anne Bailey and Sarah Sprinkel. Oviedo, FL: Loving Guidance, 1998. 2 audiocassettes, 2 hrs. 15 min. total.

In Tape 1, Dr. Becky Bailey explains how fear works on children's brains to make them defensive and aggressive rather than cooperative and creative. She spells out in detail how we can shift from reward and punishment systems to relationship-based problem solving systems--and in so doing shift from fear to love--in disciplining children. (64 min.)

In Tape 2, Sarah Sprinkel shares SMART ways to increase intellectual development using **senses, memory, attitude, repetition, and trust.** (71 min.)

**BUILDING INNER CONTROLS.** (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 9.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. VHS, 27 min. + faculty guide.

Helping young children from birth to age five establish self-discipline and self-control. Guiding children in finding acceptable ways to express their aggressive feelings.

**THE CARES MODEL: BUILDING SOCIAL SKILLS AND REDUCING PROBLEM BEHAVIORS IN EARLY CHILDHOOD CLASSROOMS.** Denver, CO: University of Colorado at Denver, ECE-CARES Project, no date. VHS, 67 min.

In the CARES Model, class meetings are used to help children--especially those experiencing stress or violence--gain a better understanding of their own feelings and behavior and develop sensitivity toward others. This tape has extensive, unscripted, unrehearsed footage of class meetings in many early childhood settings.

**CHALLENGING BEHAVIORS IN YOUNG CHILDREN: STRATEGIES AND SOLUTIONS.** Fair Haven, NJ: Edvantage Media Inc, 2003. VHS, 53 min.

Shows educators and parents firsthand the techniques teachers use to effectively manage children with challenging behaviors in a state-of-the-art preschool and research facility. The classroom footage is interspersed with commentary by the authors of the book *Challenging Behaviors in Early Childhood Settings: Creating a Place for All Children*. They explain and demonstrate structured, planned responses that help children develop problem-solving skills that will benefit them throughout their lives.

**CHILDHOOD LYING, STEALING & CHEATING.** By Foster W. Cline. Golden, CO: Love and Logic Press, 1999. **Compact disc**, 90 min.

Through practical examples and role playing, a child psychiatrist shares strategies for helping children of all ages learn honesty and integrity.

**CHILDREN AND CONFLICT: AN OPPORTUNITY FOR LEARNING IN THE EARLY CHILDHOOD CLASSROOM.** Boise, ID: Child Care Connections, 2000. VHS or **DVD**, 15 min. + manual + 2 guides.

Professional development materials to help teachers of young children understand the role of conflict in education and know how to respond effectively to it.

**CONSCIOUS DISCIPLINE LIVE: BUILDING EMOTIONALLY INTELLIGENT HOMES AND SCHOOLS.** By Becky Bailey. Oviedo, FL: Loving Guidance, 2004. 4 **DVDs** (8 hrs total.) + handouts on CD-ROM.

In these nine workshops, Dr. Becky Bailey teaches you to understand the brain and the seven basic Conscious Discipline® skills that develop character, cooperation, respect and responsibility. The workshops are designed for staff development and parent education. They feature a live studio audience, footage of actual adult-child interactions, energetic songs, meaningful activities, and self-study handouts.

**CREATING DISCIPLINE: TIME, SPACE AND GROUPINGS IN DAY CARE AND EARLY EDUCATION PROGRAMS.** By Lorna Aaronson. Madison, WI: CCIC, 1987. VHS, 25 min. + handouts.

Lorna Aaronson, Day Care Specialist with the City of Madison Day Care Unit, explains how 80% to 90% of behavior management problems can be solved by the way early childhood staff plan for time (predictability, flexibility, pacing, transitions), groupings (small group, free choice, one to one, large group), and the use of space. Tape comes with handouts to help you evaluate your own situation.

**CREATING THE SCHOOL FAMILY: BUILDING SOCIAL FOUNDATIONS FOR ACADEMIC SUCCESS.**

By Dr. Becky Bailey. Oviedo, FL: Loving Guidance, no date. VHS, 27 min.

Dr. Becky Bailey shares methods that move beyond reward and punishment to create a positive school climate for children pre-kindergarten through fifth grade. Video footage from actual classrooms is shown while teachers describe the four components of *conscious discipline*: centers, rituals, routines, and safety.

**DAILY DILEMMAS: COPING WITH CHALLENGES.** (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1997. VHS or **DVD**, 29 min.

Every day in child care programs, teachers are faced with the challenges that arise during times of transition, arrival and departure, naptime, washing and toileting, when children must move as a group, or when a toddler bites. This program offers specific techniques to help ease these challenges for children and also their teachers.

**DEALING WITH FEELINGS.** (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 4.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. VHS, 27 min. + faculty guide.

Fostering mental health in young children from birth to age five. Activities that promote emotional health in family relationships, self-expression, and dealing with stress.

**DISCIPLINE AND THE PHYSICAL ENVIRONMENT.** Lubbock, TX: Creative Educational Video Inc., 1994. VHS, 25 min. + study guide.

Children play in the same classroom arranged three different ways to show how appropriate room arrangement facilitates guidance by positively affecting children's behavior.

**DISCIPLINE FOR LIFE! - ONE STEP AT A TIME.** Teacher series. By Madelyn Swift. Grapevine, TX: Stairway Education Programs, 1994. 8 audiocassettes, 8 hours total + guidebook.

Thoughtful, respectful, positive ideas and strategies on discipline, anger, cooperation, and self-esteem.

**DISCIPLINE, STRESS, AND THE HUMAN ENVIRONMENT.** Lubbock, TX: Creative Educational Video, 1994. VHS, 30 min. + study guide.

Illustrates ways in which stress felt by caregivers can cause children to behave badly and how bringing stress into the child care environment affects the whole system because "we see what we feel". We learn what causes stress, who is at risk, positive and negative effects of stress and ways to handle work stress.

**DISCIPLINE: TEACHING LIMITS WITH LOVE.** Beverly Hills, CA: I Am Your Child Foundation, 1999. VHS, 28 min.

Dr. T. Berry Brazelton, America's foremost pediatrician, shows parents that setting limits is not punishment, but a loving way to teach a child how to control his or her own behavior. He includes many ideas for gently and firmly setting limits for children from birth through three years old.

**DR. BECKY BAILEY'S CONFLICT RESOLUTION.** By Dr. Becky Bailey. Oviedo, FL: Loving Guidance, Inc., 1997. 2 audiocassettes, 120 min.

How to improve your own conflict resolution skills in order to model and teach cooperative strategies to children.

**FACING THE CHALLENGE: WORKING WITH CHILDREN WHO USE CHALLENGING BEHAVIORS.**

By Barbara Kaiser. Philadelphia, PA: Devereux Foundation, 2007. 2 **DVDs** (65 + 75 min.) + guide.

Instructional and interactive video developed in cooperation with the National Association for the Education of Young Children. Includes over two hours of training and documentary to help teachers learn how to prevent children's use of difficult behaviors and how to develop intervention strategies to work with children who use challenging behaviors to meet their needs.

**DISC 1.** What is challenging behavior (16 min.) -- Developmentally appropriate behavior (11 min.) -- Why do kids misbehave (14 min.) -- Parents as partners (15 min.) -- Skill development study 1 (11 min.).

**DISC 2.** Prevention strategies (19 min.) -- Behavioral planning I (15 min.) -- Behavioral planning II (16 min.) -- Intervention strategies (17 min.) -- Skill development study 2 (10 min.).

**GETTING ALONG TOGETHER.** (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 8.)

By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. VHS, 27 min. + faculty guide.

Childhood social development from birth to age five and ways to enhance a child's social competence.

**GETTING IT RIGHT WITH CHILDREN: DISCIPLINE, CHARACTER DEVELOPMENT AND SELF-ESTEEM.** Madelyn Swift. Southlake, TX: Childright, 2004. 4 **DVDs** + 44-page guide.

Thoughtful, respectful, positive ideas and strategies for discipline, character development, and self-esteem.

**GIVE YOURSELF A HAND: GUIDANCE TECHNIQUES FOR SUCCESSFUL GROUP TIMES.** Portland, OR: Educational Productions Inc., 1990. VHS, 34 min. + viewer's guide + facilitator's guide.

Experienced preschool and kindergarten teachers in real classrooms show how to: plan and structure the environment to avoid guidance problems at group time, transmit expectations so children can learn to self-manage, encourage and support positive behavior during group time, and deal with guidance problems when they occur.

**GUIDANCE AND DISCIPLINE.** By Rhoda Olenick. Barrington, IL: Magna Systems. 5 VHS videocassettes + workbook.

In each of these tapes, three real-life teachers--a toddler teacher, a preschool teacher, and a kindergarten teacher--watch videotapes of themselves in action in their classrooms and share their reflections on what worked and what they wish they'd done differently.

**Tape 1. LEARNING ENVIRONMENT.** 1994. 37 min.

Easy and proven ways to create environments that maximize learning gains, encourage independence, reduce conflicts, and minimize discipline problems.

**Tape 2. CURRICULUM.** 1994. 35 min.

How your curriculum can more fully serve the needs and interests of every child, and improve discipline, too. Reminds us that children this age won't remember many facts, but they will remember how they feel about learning.

**Tape 3. TEACHER CHILD INTERACTION.** 1994 31 min.

Ways for caregivers to help children develop self-discipline, problem-solving skills, and a stronger sense of themselves. Shows the use of positive guidance techniques, stressing appropriate behavior rather than emphasizing mistakes.

**Tape 4. THE TEACHER'S VIEW.** 2002. 28 min.

Teachers share their thoughts about guidance and discipline and the influences on them in determining what they consider as acceptable or challenging behavior.

**Tape 5. COPING WITH CHALLENGING BEHAVIOR.** 2002. 29 min.

Teachers describe what they mean by positive guidance and what they need to know about children before finding the appropriate techniques for dealing with challenging behavior.

**HAND-IN-HAND: SUPPORTING CHILDREN WITH PLAY PROBLEMS.** Portland, OR: Educational Productions Inc., 1992-93. 7 VHS, 30-min. videocassettes + trainer's packets.

This comprehensive training series consists of seven modules: a foundation video and six tapes that each focus on a different play problem behavior and corresponding teacher interventions. Although the series was designed as a complete training program, each individual module has been produced to stand alone.

**Module 1. WHEN A CHILD DOESN'T PLAY: IDENTIFYING PLAY PROBLEMS AND TEACHER INTERVENTIONS.** VHS, 30 min. + packet for 2.5 hr. training

Provides core information about preschoolers' and kindergartners' play and learning, identifies six play problem behaviors, presents a process for adult intervention in play problems, and shows examples of teachers using the intervention process. Foundation video for the series.

**Module 2. THE CHILD WHO WANDERS: PLAY PROBLEM INTERVENTIONS.** VHS or **DVD**, 30 min. + packet for 2.5 hr. training

Examines reasons why children wander from activity to activity without engaging in meaningful play, and shows how teachers develop interventions that involve their direct and indirect support, the curriculum and other children.

**Module 3. THE CHILD WHO DABBLES: PLAY PROBLEM INTERVENTIONS.** VHS, 30 min. + packet for 2.25 hr. training

Shows how teachers identify children who engage only marginally with materials, and examines various interventions designed to help children play with greater depth and focus, extending their interest, enjoyment and learning.

**Module 4. THE CHILD WHO APPEARS ANXIOUS: PLAY PROBLEM INTERVENTIONS.** VHS, 30 min. + packet for 4 hr. training

Identifies children who are reluctant to join in play and offers reasons why. Shows teachers developing and using specific interventions designed to build children's trust and to help them become more relaxed and playful.

**Module 5. THE CHILD WHO APPEARS ALOOF: PLAY PROBLEM INTERVENTIONS.** VHS, 30 min. + packet for 3.5 hr. training

Focuses on children who avoid others and seem unwilling or unable to make social contacts and friendships. Demonstrates how teachers design interventions using various curriculum activities and peers to draw aloof children into cooperative play.

**Module 6. THE CHILD WHO IS IGNORED: PLAY PROBLEM INTERVENTIONS.** VHS, 30 min. + packet for 3.25 hr. training

Identifies children who may have individual play skills and who want to play, but who are ignored by others when attempting to join their play. Examines teacher interventions that help children build play skills, enter play groups, and assume various roles in play.

**Module 7. THE CHILD WHO IS REJECTED: PLAY PROBLEM INTERVENTIONS.** VHS, 30 min. + packet for 4 hr. training

Children are rejected when their behavior, appearance, or lack of skills sets them apart from others. This tape shows how positive teacher attitudes and approaches help children build needed skills--awareness of others, ability to share appropriately, and ability to problem solve--which enable them to play with others and develop friendships.

**HELPING THE CHILD BUILD SELF-CONTROL.** By Jill Haglund. Madison, WI: CCIC, 1986. VHS, 80 min. + guide.

This is a presentation from a conference sponsored by the Dept. of Health and Social Services in Madison. Jill Haglund, who is with the Dane County Parent Council, talks about definitions of self-control, reasons children have problems with it, and techniques to use in school settings to help children develop self-control.

**HOW CARING RELATIONSHIPS SUPPORT SELF-REGULATION.** By Marie Goulet, George Brown College. Toronto, Ontario: Marie Goulet, 1998. VHS or **DVD**, 68 min. + video guide.

Excellent video on how children develop self-regulation through their relationships and interactions with caregivers. Wonderful footage from child care settings shows caregiver practices that support self-regulation in infants, toddlers, preschoolers, and school-agers.

**HOW TO TALK SO KIDS WILL LISTEN.** By Adele Faber and Elaine Mazlish. Rye, NY: Faber Mazlish Workshops, 1989. 6 VHS, approx. 25 min. videocassettes, each with leader's guide.

Excellent series for anyone who lives or works with children. To help you learn ways to communicate more effectively with children, the tapes combine role playing and dramatizations with group discussion led by Adele Faber and Elaine Mazlish. The tapes are especially effective when used interactively in six workshops of 1 1/2 to 2 hours each. The leader's guide suggests activities your group can do in between tape segments. Any motivated person can conduct the sessions, or the members of the group can take turns serving as chairperson.

**Tape 1. HELPING CHILDREN DEAL WITH THEIR FEELINGS** (26 min.)

Exploration of what happens to children when their feelings are denied. Specific skills that help children to recognize and cope with their negative feelings. Ways to accept children's feelings, limit unacceptable behavior, and still maintain goodwill.

**Tape 2. ENGAGING COOPERATION** (25 min.)

How children react to commonly used methods to get them to cooperate: threats, warnings, orders, name-calling, sarcasm, lecturing, etc. Five ways to invite cooperation that will leave adults and children feeling good about themselves and each other.

**Tape 3. ALTERNATIVES TO PUNISHMENT** (21 min.)

How do children react to punishment? Is it necessary to rely on punishment as a means of discipline? Some alternatives to punishment that enable adults to express their strong disapproval as well as encourage children to assume responsibility for their behavior.

**Tape 4. ENCOURAGING AUTONOMY** (26 min.)

Ways to help children become separate, responsible people who can one day function on their own. Specific skills that help children learn to rely upon themselves rather than upon their parents and other adults.

**Tape 5. PRAISE (27 min.)**

An exploration of the kinds of praise that build a positive and realistic self image--and the kinds that do not. A variety of ways to help children become aware of their strengths so that they can put them into action.

**Tape 6. FREEING CHILDREN FROM PLAYING ROLES (25 min.)**

A look at how children are sometimes cast into roles (bully, whiner, dawdler, mischief-maker, etc.) and how we can free them from playing out these roles. Six skills that you can use to help children see themselves in a different and more positive light.

**IT'S MINE! : RESPONDING TO PROBLEMS AND CONFLICTS.** Ypsilanti, MI: High/Scope Press, 2003. VHS or **DVD**, 40 min. + guide.

Provides strategies caregivers can use to respond sensitively and positively to infants' and toddlers' social conflicts. Includes strategies for problem prevention, positive limit-setting, and resolving conflicts to help children begin to develop important social, language, and reasoning abilities.

**KIDS.CALM: HELPING CHILDREN MANAGE STRESS.** Bloomington, IL: Meridian Education Corp, 2000. VHS, 20 min. + guide.

Explores the reasons for youth and adult stress and offers tools and strategies for developing a healthy and balanced lifestyle.

**LOVING GUIDANCE: SETTING LIMITS WITHOUT GUILT.** Becky Bailey. Oviedo, FL: Loving Guidance, 200?. **Compact disc.**

Becky Bailey explains how to discipline children in a loving manner, helping them become successful and building their character.

**PAINTING A POSITIVE PICTURE: PROACTIVE BEHAVIOR MANAGEMENT.** (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1994. VHS or **DVD**, 28 min.

This video shows how adults help children manage their behavior in an encouraging, nurturing, and positive manner while supporting each child's self-esteem.

**PARENTS GUIDE TO TEMPERAMENT.** Featuring Drs. Stella Chess and Alexander Thomas. Produced by Kaiser Permanente. Van Nuys, CA: Child Development Media, Inc. 4 VHS videocassettes.

Based on the research of Drs. Stella Chess and Alexander Thomas, these tapes introduce viewers to the temperament approach to understanding children's behavior. They stress that the temperament combinations shown are all "normal," and the long-term goal is to help a child learn to manage his or her temperament, not to change it.

**KNOWING YOUR CHILD.** 1995. 14 min.

Covers the nine different temperament traits children have, the combination of traits that may cause behavior problems, and techniques that help prevent these problems.

**UNDERSTANDING YOUR ACTIVE, SLOW-ADAPTING CHILD.** 1996. 16 min.



The combination of high activity, slow adaptability, and irregular rhythms can lead to refusal to obey adult requests; hitting, biting, and fighting with other children; difficulty getting to sleep and waking up; and returning to forbidden activities. Offers techniques to prevent these behaviors and increase adaptability.

**UNDERSTANDING YOUR INTENSE, SLOW-ADAPTING CHILD.** 1996. 17 min.

These children see changes as intrusions and are prone to temper tantrums. Tape suggests ways to increase their adaptability and avoid triggering behavior problems.

**UNDERSTANDING YOUR SENSITIVE AND WITHDRAWING CHILD.** 1995. 15 min.

Explains the combination of high sensitivity, high intensity, and withdrawing to protect oneself from intense reactions. Shows common behavior problems such as rejecting new food, clothes, people, places and activities; having trouble separating from parents; resisting toilet training. Suggests breaking new experience into small steps and giving child time for observation, rehearsal, and repetition.

**POSITIVE DISCIPLINE.** By Jane Nelson. Washington, DC: NAEYC, 2001. VHS, 60 min

Speech from the NAEYC Annual Conference in Atlanta, Georgia, in November 2000.

**POSITIVE DISCIPLINE: EARLY CHILDHOOD.** By Margret Kelson. Grand Prairie, TX: MK Training Productions, 1988. VHS, 40 min. + study guide + leader's guide.

Margret Kelson gives concrete examples of positive discipline in specific everyday child care situations. Groups watch the video for short segments and then turn off the tape to discuss questions and explanations suggested by the Study Guide and their own experience. Leader's Guide gives useful ideas about group dynamics. Training takes about five hours with discussion time included.

**THE POWER OF POSITIVE COMMUNICATION.** Beaverton, OR: Educational Productions, 2004. **CD-ROM.**

This CD-ROM teaches how clear, positive communication supports children ages 3 to 8 in understanding and meeting expectations. It contains all the materials needed to conduct a class, workshop, distance learning, or mentoring session, including classroom videos, interviews with teachers, and interactive tasks.

**PRACTICAL STRATEGIES FOR TEACHING SOCIAL EMOTIONAL SKILLS.** Rev. 6/07. Nashville, TN: Center on Social and Emotional Foundations for Early Learning, 2007. **DVD**, 28 min.

Highlights strategies that teachers and families can use with preschool children to develop social emotional skills, such as making friends, problem solving, asking an adult for help, talking about feelings, and managing emotions.

**PREVENTING DISCIPLINE PROBLEMS.** Beaverton, OR: Educational Productions, Inc., 1999. 6 VHS or 3 **DVD**, 27 min. videocassettes + 3 facilitator's guides + 3 viewer's guides.

Excellent series for all adults working with children from three to eight. Each of the three units pairs a teaching video with an interactive practice video. Each teaching video shows discipline prevention strategies from real life classrooms. Each practice video contains interactive exercises that challenge us to try out and refine what we've just learned and to prepare to redirect our energy from coping with discipline problems to preventing them. The flexible training packets include many useful print materials and work well for group training or self-study. Units are loaned individually.



## **Unit 1. BUILDING A PREVENTION STRATEGY: GETTING PROACTIVE - GETTING RESULTS**

Smoothly running classrooms look like they require little effort from teachers, but this tape shows us there's really a powerful prevention strategy at work. Teachers don't wait for conflict to erupt. Instead they work at identifying the positive behaviors that help keep disruptions and conflicts to a minimum, they create rules and goals that transmit clear expectations, and they encourage and promote prosocial behaviors.

## **Unit 2. SUPPORTING TRANSITIONS: EASING THE TROUBLESPOTS**

Transitions are the most disruptive times of the day. This video looks at transitions from the child's perspective and teaches us how to prepare children for transitions, give environmental cues to help children focus, and apply techniques that replace the waiting and boredom of transitions with novelty and interest.

## **Unit 3. NURTURING RESPONSIBLE BEHAVIOR: A FOUNDATION FOR GUIDANCE**

Helping children develop responsible behaviors is a key element in preventing discipline problems. This video shows how to start this process by turning many of the requests and problems children bring us into simple tasks they can handle. We learn how to recognize situations where children can take responsibility, the importance of giving children time before offering help, how to ask questions and use cues that encourage children to take action, and strategies that support each child's success.

**PREVENTING POWER STRUGGLES.** By Dr. Becky Bailey. Oviedo, FL: Loving Guidance, Inc., 1996. 2 audiocassettes, 120 min.

How to prevent power struggles between yourself and a child, get out of a power struggle if you find yourself in one, and heal yourself and the child after a power struggle.

**PROMOTING SOCIAL & EMOTIONAL COMPETENCE.** Urbana-Champaign, IL: Center on the Social and Emotional Foundations for Early Learning, 2003. VHS, 28 min. + CD-ROM + facilitator's guide.

Training modules designed to help early childhood educators meet the needs of children with behavior and mental health challenges in child care and Head Start programs. Modules 1, 2, 3a and 3b each require a full day of training, while Module 4 is designed to be conducted in a half day. An Inventory of Practices is included to prioritize training needs when a full 4.5 day period of time is not available.

**RAISING RESILIENT CHILDREN FEATURING PSYCHOLOGISTS DR. ROBERT BROOKS & DR. SAM GOLDSTEIN.** Baltimore, MD: Paul H. Brookes Pub., 2001. VHS, 70 min. + guide.

Offers seven guidelines to help parents develop the skills necessary to foster a resilient mindset in their children.

**REFRAMING DISCIPLINE.** Beaverton, OR: Educational Productions, Inc., 1997. 6 VHS or 3 **DVD**, 25 min. videocassettes + 3 facilitator's guides + 3 viewer's guides.

Excellent guidance and discipline series for all adults working with children from three to eight. Each of the three units pairs a teaching video with an interactive practice video. The teaching video shows real life classroom struggles and positive discipline in action. Each practice video gives viewers a chance to examine attitudes, learn new skills, and practice with vivid classroom footage. The flexible training packet includes many useful print materials and works well for group training or self-study.

## **Unit 1. DOING THE GROUNDWORK**

This program addresses the frustration and concerns teachers have when their discipline efforts aren't working. It examines several attitudes that make it difficult to use discipline sensitively and effectively with children 3 to 8. The Teaching Video shows how teachers often get stuck in a reactive mode, stopping the same misbehavior again and again, without helping children learn more appropriate behaviors. The Practice Video helps viewers reflect upon their own reactions to these points and begin to reframe their own core beliefs about discipline.

## **Unit 2. CONNECTING WITH EVERY CHILD**

The key to successful discipline is the relationship we have with a child. We easily make connections with children who cooperate and try to please, but without realizing it, we may avoid others who constantly act out or "push our buttons." This video teaches one of the most powerful techniques for connecting with children: acknowledging what they think, what they do and what they feel. The Practice Video contains exercises that help viewers examine more fully and practice what they have just learned.

## **Unit 3: UNDERSTANDING DIFFICULT BEHAVIOR**

Repeated misbehavior has meaning, and for successful interventions we need to ask "Why does he do that?" rather than leaping right to the question "What should I do?" A great deal of children's misbehavior sends one of the following three messages: I have an unmet need; I lack the skills; There's a lack of fit. The practice tape helps us decipher a child's message by developing questioning strategies to discover why the child might be misbehaving.

**THE SCIENCE OF CONTROL.** By Jim Fay with Foster W. Cline. Golden, CO: Cline/Fay Institute, 1986. Audiocassette, 45 min.

The science of control revolves around avoiding control battles, picking issues carefully, and the correct use of giving choices. Jim Fay and Foster Cline tell how to avoid ultimatums that often lead children and adolescents to become rebellious and noncompliant.

**SECOND STEP: A VIOLENCE-PREVENTION CURRICULUM.** Seattle, WA: Committee for Children.

**SECOND STEP: A VIOLENCE-PREVENTION CURRICULUM: PRESCHOOL-KINDERGARTEN, AGES 4-6.** 1997. 28 lessons (33 laminated sheets) + family guide with VHS videotape (28 min.) + teacher's guide (147 p.) + 2 puppets + audiocassette.

A curriculum designed to help children learn pro-social skills such as empathy and anger management and thus reduce impulsive and aggressive behavior.

**FAMILY GUIDE TO SECOND STEP: PARENTING STRATEGIES FOR A SAFER TOMORROW.** 1995. 4 VHS videotapes, 60 min. total + facilitator guide (195 p.)

Designed for use by facilitators in school settings and youth agencies where **Second Step** is being used with children in preschool through grade 5. The guide includes background information on the program, techniques for leading a successful family group, and participant handouts.

**STAFF TRAINING VIDEO FOR SECOND STEP.** 1992. 3 VHS videotapes + guide.

Using actual classroom footage and interviews, these videos train educators in how best to present lessons from **Second Step**. In addition, they provide important background information on youth violence issues necessary to successfully implement the curricula. Designed to be used in conjunction with live training, the videos utilize a start-stop format in order to facilitate discussion and practice of program strategies.

- Tape 1. INTRODUCTION AND EMPATHY TRAINING (43 min.)**
- Tape 2. IMPULSE CONTROL (51 min.)**
- Tape 3. ANGER MANAGEMENT AND TRANSFER OF TRAINING AND IMPLEMENTATION (49 min.)**

**SETTING LIMITS FOR KIDS.** By Jim Fay with Foster W. Cline. Golden, CO: Cline/Fay Institute, 1986. Audiocassette, 30 min.

Jim Fay and Foster Cline discuss the practical secrets of setting limits and still maintaining positive relations with children and adolescents. They tell how to avoid improper limits that lead to rebelliousness and anti-authoritarian responses.

**6 CORE STRENGTHS.** Bruce Duncan Perry. Gilbert, AZ: LinkLetter Media, 2004. 7 VHS videocassettes + teacher's guide.

**Tape 1. DEVELOPING POTENTIAL (26 min.)**

Dr. Bruce D. Perry, an internationally recognized authority on children, discusses the six core strengths--attachment, self-regulation, affiliation, awareness, tolerance, and respect--that build on each other to help ensure children's physical, mental, and social health. He says it's vitally important that parents, caregivers, teachers, and others provide the experiences children need to develop these strengths.

**Tape 2. ATTACHMENT (20 min.)**

Dr. Bruce Perry discusses attachment, the capacity to form and maintain healthy emotional bonds with another person, and the cornerstone of all the other core strengths. Attachment is first acquired in infancy, as a child interacts with loving, responsive, and attentive parents and caregivers. It allows a child to love, to become a good friend, and to have a positive and useful model for future relationships. As a child grows, other consistent and nurturing adults such as teachers, family friends, and relatives will shape his ability to develop attachments.

**Tape 3. SELF-REGULATION (24 min.)**

Dr. Bruce Perry discusses self-regulation, the ability to notice and control primary urges such as hunger and sleep as well as feelings of frustration, anger, and fear. The roots of self-regulation begin with the external regulation provided by parents or significant caregivers, and its healthy growth depends on a child's experience and the maturation of the brain. Pausing a moment between an impulse and an action is a strength that must be learned; we are not born with it.

**Tape 4. AFFILIATION (16 min.)**

Dr. Bruce Perry discusses affiliation, the capacity to join others and contribute to a group. Affiliation is the glue for healthy human functioning, allowing us to form and maintain relationships with others and to create something stronger, more adaptive, and more creative than the individual. The family is the child's first and most important group. Later children join groups based on circumstance or common interests, and in these groups have thousands of brief emotional, social, and cognitive experiences that can help shape their development.

**Tape 5. AWARENESS (18 min.)**

Dr. Bruce Perry discusses awareness, the ability to recognize the needs, interests, strengths, and values of others. Infants begin life self-absorbed and slowly develop awareness, the ability to see beyond themselves and to sense and categorize the other people in their world. An aware child

learns about the needs and complexities of others by watching, listening, and forming relationships with a variety of children, seeing the ways we are all alike and different. With experience, a child can learn to reject stereotypes and be much less likely to exclude others from a group, to tease, or to act in a violent way.

**Tape 6. TOLERANCE (16 min.)**

Dr. Bruce Perry discusses tolerance, the capacity to understand and accept how others are different from you. To become tolerant, a child must first face the natural fear of differences. This can be a challenge because children tend to affiliate based on similarities in age, interests, families, or cultures. But children can learn to reach out and be more sensitive to others by watching how the adults in their lives relate to one another. With positive modeling, caregivers can insure and build on children's tolerance. The tolerant child is more flexible and adaptive in many ways, and as he learns to accept difference in others, he becomes able to value the things that make each of us special and unique.

**Tape 7. RESPECT (26 min.)**

Dr. Bruce Perry discusses respect, appreciating the worth in yourself and in others. Respect grows from the foundation of the preceding five strengths: an aware, tolerant child with good affiliation, attachment, and self-regulation gains respect naturally in a lifelong process with its roots in early childhood. Children will belong to many groups, meet many kinds of people, and will need to be able to listen, negotiate, compromise, and cooperate. Having respect enables a child to accept others and to see the value in diversity. He can see that every group needs many styles and many strengths to succeed and he can value each person in the group for her talents. When children respect--and even celebrate--diversity, they find the world to be a more interesting, complex, and safe place. Just as understanding replaces ignorance, respect replaces fear.

**SONGS FOR I LOVE YOU RITUALS.** By Becky Bailey. Oviedo, FL: Loving Guidance Inc., no date. 1 audiocassette, 46 min. + book **I love you rituals: Activities to build bonds and strengthen relationships with children** (208 p.)

"I love you rituals" are delightful interactions and games adults can play with children from infancy to eight years of age. They send a message of unconditional love and build strong bonds between adults and children, both children who are happy and children who are hurting. This tape provides music for 29 rituals, adding to their power to connect children and adults through fun, touch and music.

**SUPPORTING CHILDREN IN RESOLVING CONFLICTS.** Ypsilanti, MI: High/Scope Press, 1998. VHS or **DVD**, 24 min. + guide.

This video teaches six problem-solving steps adults can use to help preschool children resolve conflicts successfully and at the same time learn social, language, and cognitive skills they will use throughout their lives. The problem-solving process is demonstrated with real scenes of successful conflict resolution from a New York City Head Start Center and from the High/Scope Demonstration Preschool.

**TALKING POINTS.** Boulder, CO: University of Colorado-Boulder, no date. VHS, 19 min.

Designed to provide talking points for facilitator-guided group discussion, these unrehearsed interactions between four-year-olds and their child care teachers show appropriate and inappropriate ways of engaging children in interactive storybook reading and in everyday conversations during play and routines. These examples show that interaction is key and that what you say and how you say it makes a difference.

**10 PRINCIPLES OF POSITIVE DISCIPLINE.** By Dr. Becky Bailey. Oviedo, FL: Loving Guidance, Inc., 1993. 2 audiocassettes, 120 min.

Very specific ideas on how to discipline in ways that communicate love and make children feel good about themselves.

**TOUCH A HEART, TEACH A MIND: BRAIN SMART WAYS TO BUILD BONDS.** By Becky Bailey. Oviedo, FL: Loving Guidance Inc., 1997. VHS, 22 min.

Shows Dr. Becky Bailey and other caregivers doing "I love you rituals" with children. Explains how the activities accomplish four specific goals: strengthen the dopamine system in the brain to increase attention span and self-esteem, encourage conscious touching to increase neural development and prevent learning disabilities, build strong bonds between adult and child, and create rituals to express our most important values.

**TRANSFORMING AGGRESSION INTO HEALTHY SELF-ESTEEM.** By Dr. Becky Bailey. Oviedo, FL: Loving Guidance, Inc., 1995. 2 audiocassettes, 120 min.

How to transform the self-hate of aggression into healthy self-esteem and self-control in ourselves and our children.

**VIVIAN GUSSIN PALEY AND THE BOY WHO COULD TELL STORIES.** Muncie, IN: Ball State University, 2001. VHS, 24 min. + companion booklet.

Aaron is a big distraction--and therefore very interesting and stimulating to the other children--when Vivian Gussin Paley visits his classroom to demonstrate how she uses storytelling and storyacting with children. Rather than punishing and excluding Aaron, Paley treats him with the empathy she's trying to teach. Over the course of two days, Aaron and Paley show his teachers, his classmates, and the viewer just what an interesting story he can tell when allowed to do so in his own way. If you are trying to create an environment where all are valued, all have a place, and none are rejected, this video is a good place to start.

**WHAT DO YOU DO WITH THE MAD THAT YOU FEEL? : HELPING CHILDREN MANAGE ANGER AND LEARN SELF CONTROL; A TRAINING WORKSHOP FOR CHILD CARE PROVIDERS.** With Fred Rogers. Pittsburgh, PA: Family Communications, Inc, 1998. VHS, 16 min. + 1 trainer's manual for a 2 1/2 hour workshop.

Children need to trust deep down that adults will help them express anger in socially acceptable ways that don't hurt anyone and may even make things better. This video includes materials to conduct a workshop for 12 to 30 child care providers to help demonstrate that controlling angry feelings is a skill toddlers and preschoolers learn from people who care for them and that children must develop self control in order to find healthy outlets for anger.

See also the list on School-Age Care: Guidance and Discipline.

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